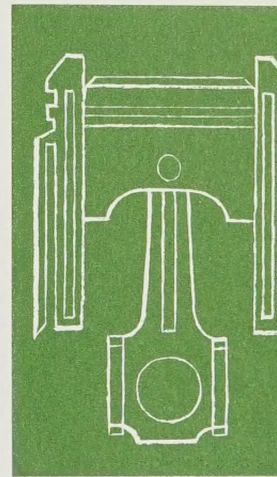
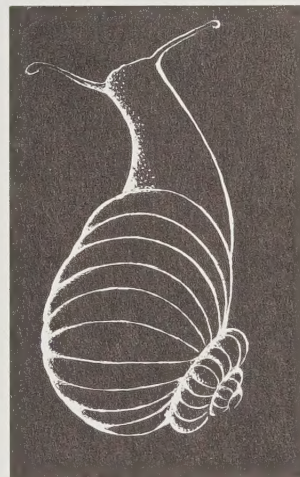
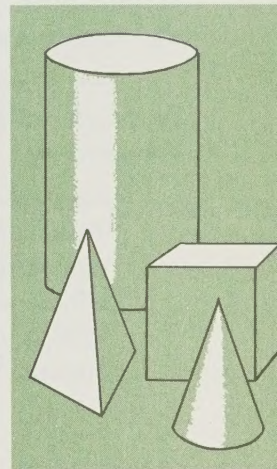
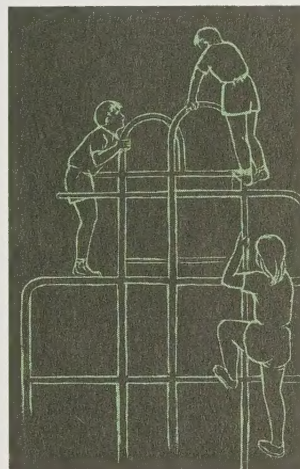
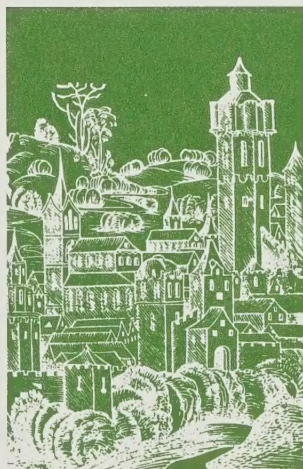
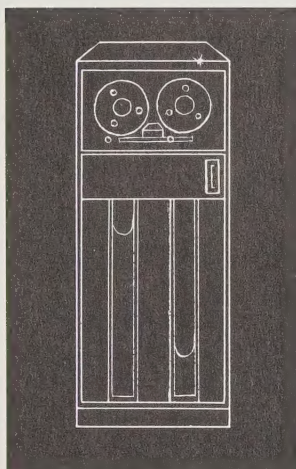


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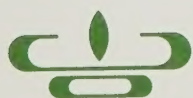
Educational Television Series 1968-69

Teachers' Guide

DEPT. OF EDUCATION
HISTORICAL COLLECTION



Professional Development The Library in Action



Educational Television Branch
ONTARIO DEPARTMENT OF EDUCATION
1670 Bayview Avenue, Toronto 17

**PROFESSIONAL
DEVELOPMENT****THE LIBRARY IN
ACTION**

3 programs, 20 minutes each.

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Please address inquiries and comments on
this series to:

Assistant Superintendent,
Professional Development,
Education Section,
ETV Branch,
1670 Bayview Avenue,
Toronto 17.

INTRODUCTION

No aspect of education has experienced more radical and rapid change than school library services. In the last few years older school libraries have been expanded and transformed. New libraries have been created where none existed before. From being an area at the periphery of the school, the library has become a focal point for many of the school's educational programs.

It is probably misleading to speak of a school library program as a highly structured "course" of studies, reading, and the acquisition of library skills. It may be more appropriate to consider the school library as having, for students, a dual function. On the one hand, it promotes the student's reading development, (in the cultural rather than in the technical sense), through book talks, displays, individual reading guidance, and book lists. On the other hand, it increasingly provides rich and varied resource materials for students engaged in study in depth.

Historically, the former function received emphasis. This led to an initial attempt to

create a small 'public library' catering to the recreational reading needs of students. There was a preponderance of 'good' fiction and edifying biographies in such school library collections. However, the recent emphasis on the importance of study in depth, on enrichment, research, individualized studies, and self-directed learning has led to an increasing awareness of the need for the school library to support, and even to extend the school curriculum. This new trend suggests that the school library needs to be a miniature university library as well as a miniature public library.

From the point of view of the students' development, then, the school library must provide services appropriate to student needs as they vary through a school career. These needs range from those of the non-reader at the kindergarten level to those of senior students requiring experience in university level research.

With this background in mind, then, this series is offered as a guide to both secondary and elementary school teachers who wish to make the most effective use of the services and resources of the school library. In order to illustrate the basic

philosophy of this series, the three programs take into account the full range of library facilities used by teachers and by students from the primary to senior levels.

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PROGRAM

THE MODERN SCHOOL LIBRARY

Until recently, the school library was thought of as a room, (often a small room), a quiet haven where the books — and the students — were neatly arranged. However, this concept is fading fast in the light of the changing needs of today's students.

Because children learn at varying rates and in varying ways, dependence upon the

printed word is giving way to the fact that for many students in many learning situations, the printed word may be less effective as a learning device than a pictorial presentation through television, pictures, filmstrip or film. In some cases a recording or tape may make the greatest impact. Most persons involved in education now realize the value of providing students with a variety of print materials ranging through books, pamphlets, newspapers and periodicals, and also with non-print materials such as filmstrips, 8 mm. loop films, 16 mm. films, video tapes, recordings, pictures, maps, charts, globes and realia. Students are thereby able to

choose those resources best suited to their needs and the particular learning situation.

The library is assuming a new role in response to new educational programs and approaches which emphasize the value of learning through investigation and discovery. The extensive and varied collections of learning materials mentioned above, are made readily available to the student through the organization and services of the school library. This program, then, looks into the ways in which children explore the rich resources of the library in a school architecturally designed to meet the needs of the child-centred approach in education.

PROGRAM 2

SCHOOL LIBRARY SERVICES

The modern school library is dynamic. There is constant activity as students and teachers search for information, the raw material of much of today's learning. However, the role of the school library is not restricted to its own immediate area. It is an information storage and retrieval centre for the whole school. If it is to be the heart of the school, the library must maintain a constant flow of materials to the various learning areas throughout the school, and even beyond the school.

It is what is happening in the school after materials are selected and organized for use that determines their effectiveness. A library program developed without reference to the learning activities of the school cannot make much impact on the educational program of that school. Principals, teachers, subject consultants, library

and audio-visual personnel must work together as a team to ensure that not only are the necessary materials provided, but that each student is given ample opportunity to use these resources and is also given the guidance to use them effectively. Moreover, students need a variety of library experiences so that the collection available becomes not only a source for specific information, but also a means of stimulating lifelong interests in such fields as art, music, poetry, drama and reading for pleasure.

If the library is to be truly effective in the educational program of the school, it must be flexible enough to change and adapt to meet the varying needs of children. The major purpose in organizing learning materials through the school library is to give students and staff ready access to all resources available within the school. These resources are not necessarily used, nor even housed, within the library complex. It matters not where these resources are used as long as they are used. In some cases it may be desirable to have all

learning resources pertaining to a particular topic made available to students in their classroom. At other times it may be better for classes, groups or individuals to use resource materials in the library. Conference or seminar rooms provide an area for group activities; study carrels are designed for independent work in the library. The important factor is that provision is made for students to work in the library and for materials to flow back and forth between labs, shops, classrooms, home and the library. It is only in this way that students will be provided with what they need when they need it. This type of program, however, requires a large, well-chosen library collection, adequate space in the library complex for storage and use of materials, and also sufficient professional, clerical and technical staff to select, order, organize and circulate materials and to give guidance in the use of library resources.

The need for flexibility and variety in the utilization of school library services is the subject of this second program.

notes

PROGRAM 3

THE TEACHER AND THE LIBRARY

The modern school library has extensive collections of learning materials in a variety of forms, both print and non-print. The organization of these collec-

tions is the responsibility of the librarian who has special professional skills for this task. The building of a good collection, on the other hand, is a co-operative effort. Teacher and librarian work together to ensure that students have access to an abundance of learning materials. Similarly, the librarian can suggest developments in materials and resources which would aid

and stimulate useful changes in curricula. Such mutual participation in the development of education as a whole in the school is most important if effective use is to be made of the library resources.

In this last program, we see how the librarian is a part of the teaching team while, conversely, each teacher is a member of the library staff.

notes

Scheduling for this series can be found in the monthly ETVO Schedule sent to all teachers. For long-term planning, reference can be made to the ETV Schedule (Calendar) which lists programming from October to June and was mailed to all teachers. However, it is most important to check the monthly ETVO Schedule for the last minute changes always involved in extensive programming.

THE LIBRARY IN ACTION